



[Menu](#) | [Help](#) | [Log Out](#)

[Back](#) | [Print](#) | [Add](#) | [Delete](#) | [Edit](#) | [Save](#)

Application

Instructions

Annotations records internal notes/comments that are visible to internal staff only. Feedback appends a new section to the bottom of the application that is visible to the applicant and anyone viewing the application.

Application Details

[Print to PDF](#) | [Negotiation](#) | [Annotations\(0\)](#) | [Versions](#) | [Feedback](#) | [Withdraw](#)

88360 - Teacher Leadership and Compensation (TLC) System FY 2016

96178 - Clarke Teacher Leadership Compensation Application
 Teacher Leadership and Compensation System

Status:	Under Review	Submitted Date:	2014-10-31 03:02:25
Signature:	Lance W Ridgely	Submitted By:	Lance Ridgely

Applicant Information

Project Officer

AnA User Id LANCE.RIDGELY@IOWAID
 First Name* Lance Ridgely
First Name Middle Name Last Name
 Title: Curriculum Director
 Email:* lridgely@clarke.k12.ia.us
 Address:* 802 N. Jackson

Organization Information

Organization Name:* Clarke Community School District
 Organization Type:* K-12 Education
 Tax ID:
 DUNS:
 Organization Website:
 Address:

City*	Osceola Iowa 50213	
Phone*	641-342-4969	247
	<small>City State/Province Postal Code/Zip</small>	<small>Ext.</small>
Program Area of Interest*	Teacher Leadership and Compensation System	Phone: 641-342-6320
Fax:		<small>Ext.</small>
Agency	Administrative Services, Iowa Department of	Fax: Benefactor Vendor Number

Recipient Information

District*	Clarke Community School District <small>Use the drop-down menu to select the district name.</small>
County-District Number*	20-1211 <small>This field should fill automatically based on the choice above. If the number listed does not match with the district selected, contact Tom Cooley at 515-261-4700.</small>
Honorific	
Name of Superintendent*	Steve Seid
Telephone Number*	641-342-4969
E-mail Address*	sseid@clarke.k12.ia.us
Street Address*	802 N Jackson
City*	Osceola
State*	Iowa <small>Use the drop-down menu to select the state.</small>
Zip Code*	50213

TLC Application Contact

Honorific _____

Name of TLC Contact* Lance Ridgely

Telephone Number* 641-342-4969

E-mail Address* lriddgely@clarke.k12.ia.us

Street Address* 802 N Jackson

City* Osceola

State* Iowa
Use the drop-down menu to select the state.

Zip Code* 50213

Narrative

Abstract/Executive Summary - Please provide a brief overview of the school district's proposed TLC plan. This summary should highlight your vision and goals and describe how the primary components of the plan connect to one another. (5,000 characters maximum)

This proposed Teacher Leadership & Compensation (TLC) Model seeks to ensure 21st Century teachers for 21st Century Leaders. The intent of this plan is to create a structured network of teacher support through differentiated, meaningful teacher leadership roles, teacher collaboration and professional growth. More specifically, the CCSD TLC model has identified 4 measurable goals;

- **Recruit:** Target highly effective teachers when hiring new candidates
- **Collaboration:** Provide a more collaborative and unified professional environment focused on growth
- **Leadership:** More career opportunities for educators
- **Effectiveness:** Implementation of more effective instructional strategies to increase student achievement

The vision for the plan is to facilitate teachers, individually and collectively, to formally influence their colleagues, principals, and members of the school community to improve teaching and learning practices with the ultimate goal of increased student learning and achievement. The proposed model creates four new TLC roles – **Professional Learning Community (PLC) Leader, Instructional Coach, Mentor Teacher and Model Teacher**. The **PLC Leader** will guide PLC groups in studying student data and instructional strategies and support teachers engaging in peer observations. **Instructional Coaches** will be responsible for overseeing and monitoring implementation of the leadership system, providing coaching, and leading the planning and facilitation of professional learning. **Mentor teachers** will support initial teachers through co-planning, analyzing data, providing demonstrations, as well as observing new teachers and providing constructive feedback. **Model Teachers** will open their classrooms for observations and lead the way in implementing initiatives and instructional strategies. These roles, together with existing TLC positions will provide leadership opportunities for at least 25 percent of our 111 teachers. Together, these teacher leaders will offer a comprehensive system of support for all teachers as they strive to develop a more rigorous and relevant curriculum framework utilizing the Iowa Core, align their formative assessments, and learn to better utilize student achievement data to drive their own individual career development. The new teacher leaders will bolster implementation of key district initiatives – Align Clarke curriculum to the Iowa Core, develop effective instructional practices and reteaching strategies, create effective common assessments and add professional development guided by student data. These roles, which have been designed to provide systemic support, fit together to create a collaborative, coherent, and sustainable improvement strategy that will strengthen instruction throughout the district.

Please select the TLC model number that most closely resembles your district plan.

TLC Model Number Model 3 – Comparable Plan

Narrative

Using Part 1 application narrative from Year 1? No

Part 1 - Describe the planning process used by the district to develop your TLC plan. (5,000 characters maximum)

Please include the following information in your narrative:

- a) A description of how the planning grant, if available, and the planning time was used to develop a high-quality plan.
- b) A description of how each stakeholder group (teachers, administrators, and parents) engaged in the process and contributed to the development of the plan.
- c) A description of the support for and commitment to the plan from each stakeholder group (teachers, administrators, and parents who are not a member of another stakeholder group).

Upon receiving the TLC planning grant, the Clarke Community School District (CCSD) formed a committee of 2 administrators, 7 elementary teachers, 8 secondary teachers, and 2 parents. The committee met regularly October 2013 to 2014. After thoughtful planning, the TLC committee decided to apply for the grant in year two to better prepare and see how other districts were chosen for the grant. When the

grant deadline was moved to the end of October 2014, the committee narrowed from 19 to 8 members in order to begin the grant writing process.

The committee reviewed the teacher leadership roles, with current staff needs, to determine how each of the three models would impact the district. It was decided that Model 3 best fit our district's needs. Input and concerns were taken into consideration to ensure a leadership plan that would benefit the educational learning of the students and educators at CCSD. To ensure the financial soundness of the plan, substitute costs for teachers, trainings or workshops and funding per child were determined.

Throughout the planning process, the committee believed commitment and support of the teacher leadership system by all stakeholders was imperative in order to make a positive impact on the district. The committee felt the goals of the teacher leadership roles are to improve instructional practices, promote collaboration, and provide career opportunities within the district. Information was provided to the various stakeholders through the CCSD website, Facebook page, parent/teacher conferences, and various community meetings. The committee members promoted the TLC's long-term goals through district and community activities, building and district staff meetings, SIAC and school board meetings.

The TLC planning grant funds were used for the TLC committee to meet October 2013 through October 2014; this allowed the committee to attend AEA grant writing workshops in Red Oak, observation at Central Decatur, attendance at a TLC symposium in Ankeny, and substitutes during grant workshop days.

The TLC vision matched the vision of CCSD. As the two statements were similar the group combined them to create Clarke's TLC vision: CCSD strives for 21st Century teaching for 21st Century educational excellence through collaboration, communication and leadership among all stakeholders.

To formulate the plan, the group attended the Green Hills AEA grant writing workshops in Red Oak, analyzed exemplar grants from last year, communicated with a variety of stakeholders, and discussed theoretical versus practical plans. In August of 2014 the committee narrowed from 16 teachers to 6 teachers plus parent representation to begin writing portions of the grant. The committee invited the 3 building principals and met numerous times before or after school plus 3 planning workshop days from August through October. During these meetings the committee drafted 3 TLC surveys: 1 for teachers and 2 for parents; 1 English and 1 Spanish in order to gather input from all stakeholders. In order to include all stakeholders and receive feedback, the committee held a Q & A session for stakeholders at the high school auditorium and informational meetings for district staff to explain the TLC grant. An electronic survey was administered regarding how teachers perceived the district would benefit from teacher leadership roles, what roles best fit the district's needs, interest in applying for those roles and level of desire to be observed by peers.

To ensure all vital decision makers had a chance to provide feedback on the grant, survey results were analyzed. Below are the key factors teachers stated they are looking for:

1. Meaningful professional development providing guidance with the new trends in education and how to evaluate my teaching
2. Want to be challenged and inspired by my peers and administration
3. Reading instructional coach, ELL support, and mentor teaching would be helpful
4. Support in intervention strategies and activities to help higher-level learners and differentiated instruction
5. Collaborate to determine common goals and assessments

Our TLC plan took into account the desires of the teaching staff which helped guide the committee to create the leadership roles for CCSD.

The data revealed 82% of the individuals who took the survey showed interest in serving the district in a teacher leadership role and 88% of the teachers felt comfortable having a colleague mentor or coach them. Following staff and board approval, the committee then began to develop specific details of the plan.

Narrative

Using Part 2 application narrative from Year 1? No

Part 2 - Describe the vision and goals your school district hopes to achieve through the implementation of the TLC plan. In your description, please explain the local context (including relevant student achievement data and existing goals) and how the plan will be tailored to that context while also working toward the statewide goals of the system. (5,000 characters maximum)

State Goals:

- attract able/promising new teachers;
- retain effective teachers;
- promote collaboration among teachers;
- reward professional growth and effective teaching; and
- improve student achievement.

Clarke Community School District TLC Vision:

- CCSD strives for 21st Century teaching for 21st Century educational excellence through collaboration, communication and leadership among all stakeholders.

Clarke Community School District Improvement Goals:

- Annually increase the percentage of students in grades 3-11 performing at the proficient and advanced categories in reading comprehension by 5% as measured by the Iowa Assessments
- Annually increase the percentage of students in grades 3-11 performing at the proficient and advanced categories in math by 5% as measured by the Iowa Assessments
- Annually increase the percentage of low-SES students in grades 3-11 performing at the proficient and advanced categories in science by 7% as measured by the Iowa Assessments
- Increase the graduation rate to 95%
- 85% of all students in grades 3-11 will meet or exceed the expected growth on all district-wide assessments

Clarke Community School District TLC Goals:

- **Recruit:** Target highly effective teachers when hiring new candidates
- **Collaboration:** Provide a more collaborative and unified professional environment focused on growth
- **Leadership:** More career opportunities for educators
- **Effectiveness:** Implementation of more effective instructional strategies to increase student achievement

The ultimate goal of TLC implementation is increased student learning and achievement. The challenges inherent in working with an increasingly diverse student population have resulted in achievement gaps and SINA 4 status. With our district goals we have a clearer understanding of where the gaps are in our district's education and how to best train educators to fill those gaps which includes a more vigorous look at data. Student goal setting and self-awareness of accountability will also be emphasized in student/teacher data conversations. For all of this to occur, the District TLC plan calls for teacher leaders to be resource experts (**Instructional Coaches**) as they guide individuals and collective school improvement efforts. Through job-embedded training and peer review of efficacy, these leaders (**PLC Leaders**) will work with current and future PLCs. In additional collaborative efforts, leaders (**Mentor Teachers**) will work with new/career teachers to study and develop best instructional strategies. Finally, leaders (**Model Teachers**) will demonstrate implementation of these instructional strategies.

Clarke TLC plan aligns with the State Theory of Action in the following ways:

State Theory of Action	CCSD TLC Plan
"If we effectively compensate teachers; recruit and promote excellent teachers and provide support as they collaborate reflectively to refine their practice;	Recruit and retain effective teachers by providing enhanced career opportunities. At least 25% of the district's current teachers will lead in coaching, modeling, and mentoring. Teacher leaders will be compensated for their leadership and be given collaboration time to support their efforts.
create the political will and understanding necessary to remake the status of the teaching profession;	Teachers and teacher leaders, will meet weekly in collaboration to analyze data. This will create constant support for colleagues, as well as create a professional environment allowing teachers to learn and grow from one another.
give highly effective teachers opportunities to grow, refine, and share their expertise;	Reward professional growth and effective teaching by providing pathways for career opportunities that come with increased leadership and compensation. Teachers will have concrete and continuous opportunities to grow within our own district, other districts as well as with AEA personnel.
and develop a clear system with quality implementation,	Criteria and responsibilities of PLC/Model/Mentor Teachers and Instructional Coaches will be clearly defined through a set of precise job descriptions and encouraged through the post-evaluation/observation process.
then ... student learning will increase,	Iowa Assessment and MAP (Measurements of Academic Progress) results (grades 3-11) and FAST (Formative Assessment System for Teachers) (K-6) will be analyzed one on one through student/teacher conversations. Through student conferences, students are made aware of scores and set individual growth targets.
student outcomes will improve, and	Using Bloom's Taxonomy and Marzano Strategies as a guiding force, rigor will increase, resulting in higher levels of creativity, problem solving, and effectiveness .
students will be prepared to succeed in a globally competitive environment."	Provide instructional support to new and career teachers so students will receive 21st century teaching to achieve educational excellence in a globally competitive environment.

Using Part 3 application narrative from Year 17? No

Part 3 - Describe how the TLC plan will connect to, support and strengthen the district's key school improvement structures, processes, and initiatives such as MTSS, Early Literacy Initiative (ELI), and/or Iowa Core implementation. (5,000 characters maximum)

The TLC plan will support and strengthen our district's key school improvement initiatives by compensating teacher leaders for their work in aligning Clarke's curriculum to the Iowa Core, implementing best practices and re-teaching strategies, developing meaningful common assessments and developing PD unique to each teacher's needs. All of these initiatives impact student learning either directly or indirectly. Teacher leaders will include **Instructional Coaches, PLC Leaders, Mentor Teachers, and Model Teachers.**

District's Key School Improvement Initiatives:

- **Aligning Clarke's Curriculum to the Iowa Core (IC)** - The TLC plan will ensure **Instructional Coaches, PLC Leaders, Model Teachers** and **Mentor Teachers** are trained through the AEA in the IC. These teacher leaders will ensure IC alignment with Clarke's curriculum and also ensure teachers implement the IC in a way that is more uniform and helps students excel educationally in the 21st Century. An IC-aligned curriculum is Clarke's foundation for increasing student achievement and closing the achievement gap. The **Instructional Coaches** will work with **PLC Leaders** at the elementary to properly align math (Houghton Mifflin, *Go Math!*) and literacy programs (Houghton Mifflin, *Journeys*) with the IC. **PLC Leaders** in the secondary building will work with **Instructional Coaches** to review the state of the current curriculum, realign it to the IC where needed, and implement aligned curriculum in a more unified manner.

- Development of Effective Instructional Practices and Re-Teaching Strategies - The TLC Plan will allow newly appointed **Instructional Coaches, PLC Leaders, Model Teachers and Mentor Teachers** to communicate, collaborate and attend PD outside of Clarke to learn the best practices for instructions and interventions. **PLC Leaders** will meet with faculty members and discuss co-teaching, co-planning and instruction that will keep the Core authentic yet personalized for increasing student learning which is the focus of the PLC's guiding questions. Additionally, the teacher leaders will guide and support Iowa TIER (Tools for Innovation and Educational Results) implementation and curriculum-based measurements for the district. The teacher leaders will support the district's efforts in MTSS (Multi-Tiered System of Support) through collaboration with teachers on FAST (Formative Assessment System for Teachers) data and curriculum-based measurement results that are all part of the Iowa TIER System.
- Creation of Effective Common Assessments - The current reality is some of the teams across the district use common assessments, but this is not true of all teams. The TLC plan will provide leadership roles to enhance the collaboration in an effort to create and implement common assessments. These teacher leaders will help guide classroom teachers in their study and analysis of data and putting meaningful practices in place for each grade level. **Instructional Coaches** and **PLC Leaders** will assist teachers in designing formative assessments. They will then help to provide unified content instruction, assessments and interpretation of data analysis.

Professional Development Guided by Student Data - The teacher leaders will assist and train teachers in research-based instructional strategies and progress monitoring of student goals identified by assessment data. The **Instructional Coaches** and **PLC Leaders** will create professional development/growth plans that will be designed uniquely for each teacher to meet current needs. **Model Teachers** will showcase effective instructional practices in-person and through videos to foster exemplar teaching practices for all teachers. **Mentor Teachers** will work with **Model Teachers** to emulate effective instructional practices to first year, second year and new to the district teachers to ensure the integrity of the Core is maintained while providing meaningful and powerful teaching strategies.

Using Part 4 application narrative from Year 1? No

Part 4 - Describe how the TLC plan will utilize teacher leaders and the additional funding to improve entry into the teaching profession for new teachers. Include in your response an analysis of the effectiveness of the current induction and mentoring program and the evidence you used to make this determination, areas of improvement needed in the current program and how your TLC plan will address these gaps. (5,000 characters maximum)

CCSD has regular opportunities to hire promising new educators. Beginning teachers at Clarke currently make over the grant minimum, so the funds generated from the plan will be used to support professional learning and to fund the new leadership roles. While the Clarke Mentoring Program is sufficient in many ways, it does not meet all the needs for educators who are beginning their careers as teachers, or as they are beginning their experience with CCSD. The current program provides opportunities for learning, but much of the time is spent outside the contract day. Finding time for mentors to support mentees is a challenge as well. With the current program, there is not a formal support system for experienced teachers new to the district. There isn't any data to reflect the effectiveness of the current program, so through the TLC grant discussions it was determined that collecting data on the mentoring program would be a necessity.

Due to the lack of data, the following information is based on conversations with current educators in the district. It was found that teachers new to the profession thought the current mentoring program lacked consistency and effectiveness. It was relayed that the mentoring program failed to provide necessary procedural knowledge of the district. There were no opportunities for a mentee to observe exceptional instructional practice first-hand. When having conversations with career teachers new to the district, concerns were felt initiating teachers to the "Clarke Way". Basic procedures and practices were not provided. As a result, the TLC grant will provide new teachers and career teachers new to the district with an orientation from mentor teachers. New teachers in the district will be assigned a mentor for two years (or as needed) to support their growth and development. Mentees will be provided release time to be able to observe model teachers with their mentors. Teachers with experience, but new to the district will be in the mentoring program for one year.

Providing support for new teachers to the district is critical not only to individual teacher development, but also to progressing as a district. As new staff are employed they fall into one of three categories: new teachers to the profession, teachers with 1 or 2 years of experience (new to Clarke and have not completed a mentoring program with another district) and career teachers new to the district. The district will budget for up to 15 **Mentor Teachers** who will be trained to meet the needs of their mentees. **Mentor Teachers** will support mentees in identifying learning opportunities, collaborating, monitoring implementation of new strategies and designing personalized PD. In addition to the direct connection with a mentor, new teachers will have the support of **Instructional Coaches** who will provide assistance through modeling and data driven conversations. This layer of support for our new staff will provide regular opportunities for collaboration centered on district initiatives and instructional practices. All teacher leaders including **Instructional Coaches, Model Teachers, and PLC Leaders** will support new staff members at Clarke through personalized training to meet their individual needs. Through the changes made with the Clarke Mentoring Program, our district vision will connect with the TLC vision and plan to provide instructional support to new and career teachers so students will receive 21st Century education and achieve educational excellence in a globally competitive environment.

Narrative

Using Part 5 application narrative from Year 1? No

Part 5 - Describe each of the proposed teacher leadership roles in your plan. (10,000 characters maximum)

Please include the following information in your narrative:

- a) A description of the responsibilities and duties for each new leadership role as well as the percentage of time each role will spend engaged in student instruction and the percentage of time each role will spend performing teacher leader duties.

b) A description of how each of the new roles fit together, as well as with any existing teacher leadership roles, to create a coherent instructional improvement strategy that will strengthen instruction and improve student learning and student achievement throughout the district.

The Clarke TLC system will have 38 of 111 teachers in a leadership role, which is one third of district teachers.

Position	# in District	Classroom Instruction	Leadership Duties	Additional # of hours	Supplemental Pay	Total Cost
Instructional Coach	3 reading (K-6), math (K-6), best practice (7-12)	0%	100%	160	\$12,000	\$36,000
PLC Leader	14	100%	0%	80	\$6,000	\$84,000
Model Teacher	8	100%	0%	40	\$3,000	\$24,000
Mentor Teacher	0-15 (as needed)	100%	0%	40	\$3,000	\$0-45,000 (as needed)

These roles will exemplify multiple differentiated, meaningful teacher leadership opportunities and support the components of the IPDM. The **Instructional Coaches** primary responsibility is supporting all teachers in implementing instructional strategies for all learners. They will also ensure the integrity of curriculum implementation and collaboration with **PLC Leaders**. The main responsibility of the **PLC Leaders** is to collaborate with peers on data analysis and instructional strategies. **Model Teachers** provide opportunities for teachers to view exemplary lessons based on best practice strategies. Through the mentorship program, the **Mentor Teachers** will help retain and support beginning teachers (year one and two) and teachers new to the district.

Role	Responsibilities	Training/Learning Opportunities	Percentage of Time
Instructional Coach	<ul style="list-style-type: none"> Selects PD Content Designs process for PD Monitoring of the IPDM Collaborates and implements Works inside classrooms to help teachers develop best practice strategies Guides teachers with differentiated instruction Supports congruence in the implementation of district initiatives, district/building goals, and PLC Aligns curriculum with Iowa Core 	Cognitive Coaching Level 1 through Heartland AEA Attend conferences, meetings and classes to gain knowledge on leadership and implementing PD	Coach 100% time Extended contract of 160 hours
PLC Leader	<ul style="list-style-type: none"> Facilitates weekly PLC Meetings Leads conversations to engage peers to analyze and strengthen instruction Develops best practice strategies based on current data Creates a systematic process for analyzing and reporting data Aligns curriculum with Iowa Core 	PLC training - will have attended the national level PLC conference Training in facilitative skills Attend conferences, meetings and classes to strengthen knowledge in leadership and implementing PD	Classroom instruction 100% of time Extended contract of 80 hours
Model Teacher	<ul style="list-style-type: none"> Creates and implements lessons that showcase characteristics of exemplary strategies to be observed by other teachers (through direct classroom interaction or videos) Works with instructional coach to schedule observations 	Attend conferences, meetings and classes to strengthen knowledge in leadership and implementing PD	Classroom instruction 100% Extended contract of 40 hours
Mentor Teacher	<ul style="list-style-type: none"> Serves as role model for mentees Acclimates new teachers to district initiatives Advises new teachers about instruction, curriculum, procedures and the school culture Guides Mentees through the steps of the IPDM 	Cognitive Coaching Level 1 through Heartland AEA Attend conferences, meetings and classes to strengthen knowledge in leadership and implementing PD	Classroom instruction 100% Extended contract of 40 hours

Using Part 6 application narrative from Year 1?*

No

Part 6 - Describe how teacher leaders will be selected. (5,000 characters maximum)

Please include descriptions of how the district will determine and evaluate the following in selecting teacher leaders:

a) Prior demonstrated measures of effectiveness.

b) Prior demonstrated professional growth.

Teacher leaders will be **Instructional Coaches, PLC Leaders, Mentor Teachers, and Model Teachers**. Clarke teacher leaders will be selected by the following criteria:

- Ability to work with adult learners
- Have a deep knowledge
- skill set for intended position
- ability to form close building relationships within the district

For Clarke Community School District's teacher leadership program to be successful, it is necessary to find teacher leaders who demonstrate strong teaching practices, reflectiveness about their instructional practice, a commitment to ongoing professional growth, a desire to serve as a leader, and a willingness to learn the habits and practices of teacher leaders. For this reason, our selection process will examine each candidate from multiple perspectives.

Selection Process

The initial application for all teacher leader candidates will include letter of interest, resume, written responses to several questions focusing on leadership roles, video of their teaching practice, and peer review. A job description will be made available for each leadership role. The job descriptions will include the duties and responsibilities, extra work days, salary supplements and the requirement to complete an annual review of the assignment. Additionally, the descriptions will include information about the minimum requirements, which are at least three years of teaching experience and one year in the district. After the application deadline a selection committee composed of an equal number of teachers and administrators, will accept applications, screen for potential candidates, conduct interviews, and make recommendations regarding the final selection of candidates to the Superintendent. The teachers on the committee will exclude any teachers applying for teacher leadership roles.

Resumes will be screened for evidence of continued growth as a professional and past leadership roles. We will look for evidence of professional development, conferences attended, progress made toward earning additional certifications or degrees, and involvement in professional organizations.

Written responses will be used to evaluate the candidate's written communication skills and their philosophy as an educational leader. The aim is to ensure that they have a strong teaching pedagogy, a reflective nature, and an understanding of essential skills for teacher leaders.

All teacher leader candidates will submit a video of their teaching practice. Specifically, we will look to see that the candidate can create a lesson plan that includes effectively engaging students, differentiated instruction, and a variety of teaching strategies.

Instructional Coach candidates will also be asked to submit a video of them working with a colleague with a focus of the conversation on professional growth. Here we will look for evidence of how the candidate planned for the session, the relationship they have established, the quality of the questions they ask, how they craft responses based on what was said, and their skill at presenting and explaining information.

Finally, all candidates passing initial screening will be asked to attend an interview. During the interview the candidate will demonstrate their ability to reflect upon their teaching video. Also, the candidate will share with the selection committee how they have sought to continue to learn and grow as an educator. Finally, the interview will seek to understand the candidate as a leader by asking: What leadership roles

have they assumed in the past? Why are they interested in a leadership role at this time? How do they envision themselves as a leader?

How can they work with other leaders to move the district forward? How do they accept feedback? Additionally for **Instructional Coaches** and **PLC Leaders** the interview will conclude with a mock professional development scenario where the candidate will be asked to guide the interview committee through a short example of professional learning.

Knowing that finding "fully-formed" candidates is unlikely, especially during initial implementation of a teacher leadership program, we will instead seek to find candidates who possess the ability and habits of mind to learn and grow into the position.

Using the dynamic and multifaceted system above we will gain a complete view of the teacher and their potential as a teacher leader.

Review

The performance of teacher leaders will be reviewed annually by the selection committee and district administrators. Each teacher leader will submit a self-reflection of their performance to the committee and the committee will provide them with formative feedback regarding their performance against the job description. A retention or reassignment decision will be made by district administrators based on input from the teacher leaders themselves and the selection committee.

Narrative

Using Part 7 application narrative from Year 1?*

No

Part 7 - Describe how the TLC plan will utilize teacher leaders to improve the district's current professional development program. (5,000 characters maximum)

Please include the following information in your narrative:

- a) A description of the role teacher leaders will play in the creation and delivery of professional development.
- b) A description of how the district's TLC plan aligns with and incorporates the key elements of the Iowa Professional Development Model (IPDM).

Click here To access the Iowa Professional Development Model page.

The reality is that our current PD model is a top-down approach that doesn't provide the most beneficial training for teachers. Moving forward we realize there is a need for having more meaningful and personalized PD. For our plan to be successful, each teacher leader will need to know what the staff's weaknesses are and be able to deliver effective PD to those areas. During PLC, teachers will be collecting and analyzing student data to determine areas of strength and concern. Through direct recommendations from teachers or observations done by the teacher leader, a decision will be made regarding additional PD which will be shared by teacher leaders in PLCs and school-wide PD. Teacher Leaders will then provide a clear follow-through to ensure understanding with the teachers and PLC groups. A detailed look at the roles of each teacher leader is provided below:

IPDM Component	How the District will utilize teacher leaders to create & deliver PD
Collecting/ Analyzing Student Data (Formative Assessment)	<p>Instructional Coaches will gather data from district and classroom assessments to identify student need, analyze and prioritize trends, share this data with PLC Leaders, and work together to make common assessments.</p> <p>PLC Leaders will use current formative assessment data to make instructional decisions, including student interventions. All data will be used to drive the district's professional development plan.</p>
Goal Setting & Student Learning	<p>Instructional Coaches will review student learning and assist teachers in making measurable goals for improved student learning.</p> <p>PLC Leaders will lead conversations to engage their peers in analyzing and using data to set new goals that strengthen instructional practices.</p>
Selecting Content	<p>PLC Leaders will help identify targets of growth and communicate that with the other teacher leaders.</p> <p>Model Teachers will provide unique learning opportunities for staff members who want to learn about best practice teaching strategies. These Model Teachers will model requested strategies and follow up with a short meeting to evaluate the effectiveness of the strategy.</p> <p>Instructional Coaches will provide strategies that will aid teachers in strengthening instruction</p>
Designing Process for PD	<p>Instructional Coaches, PLC Leaders and Model Teachers all play integral roles in this process. These teacher leaders will work together as a team to design a plan to address the areas of concern during PD.</p> <p>The Instructional Coaches fit into this process through their oversight of best instructional practices and interaction with PLC leaders. Model Teachers will be available for showcasing exemplar lessons regarding the areas of concern.</p> <p>Instructional Coaches will communicate with AEA for additional resources to aid in PD planning.</p>
Training/Learning Opportunities	<p>Instructional Coaches and Model Teachers will co-teach and model learning strategies being studied in PD.</p> <p>PLC Leaders will work with all teachers to field questions on implementation.</p> <p>Mentor Teachers will focus discussions with their mentee on strategies being studied in PD.</p>
Collaboration / Implementation	<p>Instructional Coaches will work with PLC Leaders to determine next steps for each group.</p> <p>Instructional Coaches will provide follow through sessions to ensure the educators are being held accountable.</p> <p>PLC Leaders will work with PLC and curriculum groups to make implementation changes based on feedback from observations and weekly PD discussions.</p> <p>Model Teachers will demonstrate and discuss implementation of strategies and techniques with individuals or small groups of teachers.</p> <p>All teacher leaders will serve on District and Building Leadership Teams to analyze the impact of PD.</p>
Ongoing Data Collection (Formative Evaluation)	<p>Instructional Coaches and PLC Leaders will collect progress data on PD implementation. This will be done with surveys, evaluation forms and student achievement data. The results of the data collection will be shared district wide.</p>
Program Evaluation (Summative)	<p>The District Leadership Team made up of all teacher leaders will use the ongoing data collected regarding PD and align the data elements with the program goals. This will include the IPDM best practices, implementation data, survey data and student achievement data. The data will help determine needs, adjustments and new goals for the upcoming year.</p>

Using Part 8 application narrative from Year 12?

No

Part 8 - Given the state and school district goals, please provide the following information: (5,000 characters maximum)

- a) A description of how the district will determine the impact/effectiveness of the TLC plan, including short-term and the long-term measures.
- b) A description of how the district will monitor and adjust the TLC plan based on the results of these measures.

The Clarke TLC team realizes the importance of evaluation and adaptation of the TLC plan. Monthly District Leadership Team meetings and ongoing data collection ensure that TLC goals remain aligned with changing instructional needs. TLC goals will be revised annually based on data from student assessments, self-assessments, implementation walkthroughs, recruitment and retention information, surveys & minutes from meetings with district patrons (SIAC). There will be an annual review of TLC job descriptions and responsibilities for teacher leader roles based on identified needs. Teacher surveys on effectiveness of the leader positions & teacher leaders' feedback will inform DLT as the plan adjusts to meet Clarke expectations.

Teacher leaders and administrators will communicate weekly providing a method for monitoring the needs of the teacher leaders. Feedback received from informal conversations, surveys & scheduled meetings with teachers & stakeholders will help to identify how the TLC plan implementation is progressing towards creating 21st century teaching for 21st century learning.

TLC Goals	Short Term Measures	Long Term Measures
Effectiveness: Implementation of more effective instructional strategies to increase student success.	Fall to spring MAP growth data, annual Iowa Assessment Achievement data and other district formative and summative assessments.	Compare current Iowa Assessment data with data from previous years. AYP/SINA status. Desired state: Elementary off the SINA list, raise ACT composite score, district student learning goals met.
Leadership: More career opportunities for educators.	We will surpass Iowa mandated minimum salary requirements. Provide additional leadership opportunities to 25% of the instructional staff (27 or more) through TLC funds. We will provide necessary supports for teachers new to the profession through a strong mentoring program.	# of teachers serving in a leader role each year type of leader training provided base on identified prof growth needs Job descriptions & selection criteria revised based on feedback Continue to offer competitive salaries. Build relationships with teacher focused colleges and universities. Open doors to more student teaching partnerships. Desired state: Innovative instructional staff supported by teacher leaders and administration
Recruit: Target highly effective teachers when hiring new candidates.	The district will support 100% of teachers entering the profession by providing access to a new Teacher Induction System in order to retain and train effective teachers. District will develop an exit interview process for instructional staff leaving the district. District will develop a mentoring evaluation tool	Collect and analyze data from Exit Interviews. mentee survey data on perception of effectiveness of mentoring. teacher survey data on perception of effectiveness of the TLC program Desired state: tangible data regarding teacher migration patterns, average staff longevity in the district increase, mentoring program identified as model for other districts to follow.
Collaboration: Provide a more collaborative and unified professional environment.	Self-evaluation as professional growth. Encourage teachers to pursue educational opportunities through compensation.	Send the additional 1/3 of district staff to PLC Training Conference. Full staff attends PLC Training Conference by 15-16 school year. Sustain designated PLC time. Desired state: collaborative learning environment for instructors and learners.

Using Part 9 application narrative from Year 1?

No

Part 9 - Describe the school district's capacity to implement the TLC plan. Cite an example or examples of the successful implementation of a past district initiative or initiatives. Include how the TLC plan will move into the future systemically as a part of the district's school improvement efforts including descriptions of the roles and responsibilities of district personnel responsible for ensuring the success of the plan. (5,000 characters maximum)

CCSD is committed to implementation of the TLC system. Current supports in place that make the adoption of the TLC system a positive step for Clarke are:

- Commitment to PLC - one third of the staff attended a national workshop for PLC implementation during the summer of 2014, a second group will attend the summer of 2015, & a final group will attend the summer of 2016. The attendees expenses will be paid from TQ dollars thus allowing the funds from this grant to fully support implementation.
- Early Dismissal Wednesdays for Collaboration
- PLC teams established & functioning well; building trust & collegiality
- SIAC & School Board support PD focus & schedule
- Stakeholders support TLC program during planning meetings
- TLC survey results indicate positive support from teachers

The implementation of the TLC system would provide much needed support to improve instructional practice. Currently data is reviewed & goals are set without much support to reaching the goals.

The Superintendent will have the following role to create a sustainable plan:

- Monitor the timeline for internal leadership hires & external replacement teachers
- mobilize new leadership team with regular collaborative meetings to support implementation
- create & implement surveys for needed data elements
- plan & facilitate leadership meetings
- facilitate the system of evaluation for each leadership position
- allocate & adjust funding with changes in leadership roles.

Hiring

In year one, the district process for hiring the teacher leadership positions will begin by clearly defining the roles & job descriptions for all leadership positions to all certified staff members. Staff will then have the option to apply to be an **Instructional Coach, PLC Leader, Mentor Teacher & Model Teacher**. After allowing staff to apply for these positions, a building selection committee, including an equal number of administrators & staff members, will be assembled to interview applicants when necessary. Annual applications for all roles will allow all staff members an equal opportunity to participate. The staff members on the selection committee will be responsible for modifying interview questions annually as we learn the specifics of each role. Staff members who accept full-time positions, will have their teaching position filled by an interim teacher. This will allow leaders to choose to go back to an instructional position in subsequent years. New teachers hired to fill these roles will be informed of this prior to accepting the positions.

The district timeline for year-to-year hiring of **Instructional Coaches** will begin in March with appropriate staff & administration evaluations. The hiring of new **Instructional Coaches** will take place in April. Staff members currently serving as **Mentor Teachers, Lead Teachers, & PLC Leaders** are all evaluated by appropriate staff members & building administration in May. The hiring of those roles will be done in June so staff members have the time to receive appropriate training prior to the start of the new school year.

Responsibility for the Success of the Plan

A Curriculum Instruction & Assessment Team will consist of the **Instructional Coaches, PLC Leaders, & Lead Teachers**. Once a semester, staff members will meet in a group with the building Principals & Superintendent to discuss the effectiveness of the teacher leaders & to offer suggestions to increase their success. Each of the districts four goal areas will have metrics that are reported twice per year to the staff, SIAC & the school board. These metrics will provide the feedback needed to see if quantitative evidence of district impact exists. Staff members will be asked to answer survey questions regarding their teacher leaders in order to collect data on their needs, effectiveness of teacher leaders & general comments about the teacher leadership process. The teacher leaders will look over the data together to determine steps needed to modify their current practices in order to be more impactful. Positions will also be evaluated by building Principals & the Superintendent as an extension of the teacher evaluation system that is currently in place.

Communication

Building leadership & district leadership committees will continually communicate with staff. This communication & collaboration will be important due to the changing roles of colleagues. Administration will also update & inform staff members during district professional development time on Wednesday afternoons. These groups have existing communication tools & protocols to be certain that everyone is up-to-date on what is taking place in the district. This plan will use those tools on an on-going basis. Progress toward district goal attainment will be communicated with parents & community members through board meetings, building level newsletters & the SIAC. This will allow us to determine the public perception of how our resources are being allocated & to explain the difference that we are making.

Grant Allocation

Enter the district enrollment as reported on Line 7 of the 2013 Certified Enrollment Report. Actual funding will be based on the 2014 CE once it is approved by the SBRC. An amended budget will be submitted if the application is approved.

To enter the district's certified enrollment number, select "Edit" at the top of the screen. Once the enrollment field is completed, select "Save" to view the Grant Allocation. Then enter the Budget Items and Other Budget Uses in the space provided.

Certified Enrollment Number* 1448.1

The district enrollment-based allocation is equal to the certified enrollment number x \$308.82.

District Enrollment-Based Allocation \$447,202.24

Total Allocation \$447,202.24

Part 10 - Budget Items

Use of TLC Funds	Amount Budgeted
Amount used to raise the minimum salary to \$33,500.	\$0.00
Amount designated to fund the salary supplements for teachers in leadership roles.	\$144,000.00
Amount to cover the costs for the time teachers in leadership roles are not providing direct instruction in a classroom and to cover the costs when teachers are out of their classroom to observe or co-teach with another teacher (e.g. hiring emeritus, part-time, or full-time teachers).	\$276,000.00
Amount used to provide professional development related to the leadership pathways.	\$20,000.00
Amount used to cover other costs associated with the approved teacher leadership and compensation plan. <i>These costs must be itemized and described below and be approved by the Iowa Department of Education prior to implementation of your plan.</i>	\$0.00

Totals \$440,000.00

Other Budgeted Uses - Description

Item description	Amount budgeted
	\$0.00

Total Allocation Budgeted

Total Projected Amount to be Expended \$440,000.00

If the amount shown below is (negative), the sum total of the dollar amounts budgeted exceeds the enrollment-based allocation.

Remaining Allocation to be Budgeted \$7,202.24

Budget Alignment

Using Part 10 application narrative from Year 1? No

Describe how the TLC budget is aligned to the school district's goals for the proposed TLC system. The budget narrative should make clear connections between costs, roles and goals. (5,000 characters maximum)

Clarke School has established the following measurable goals for the TLC system:

- **Recruit:** Target highly effective teachers when hiring new candidates
- **Collaboration:** Provide a more collaborative and unified professional environment focused on growth
- **Leadership:** More career opportunities for educators
- **Effectiveness:** Implementation of more effective instructional strategies to increase student success

To make these goals a reality, new leadership and instructional support roles will be created:

- **Instructional Coach**
- **PLC Leader**
- **Model Teacher**
- **Mentor Teacher**

The following is a brief description of the new roles and how each of them will be supported through the TLC funding.

- **Instructional Coaches:** Teachers who are hired to work and support other teachers.
 - Coaches will collaborate with the curriculum director and building principals to facilitate PD
 - Assist **mentor teachers** as they coach new teachers
 - Work inside classrooms to help teachers develop best practice strategies
 - Model lessons for teachers using differentiated instruction
 - Support the congruence in the implementation of district initiatives and district/building learning goals
 - Assure that instruction aligns with the Iowa Core
- Current average salary of 111 certified staff is \$49,000. We have allowed for growth of this average daily salary and will use a base for full time teachers of \$50,000 to provide our estimate for **Instructional Coaches**. **Instructional coaches** will also have an extended contract of 160 hours for training and working outside of the school day.

Instructional Coaches	Base Salary	Extended Contract	FICA/IPERS	Health Insurance (Cafeteria Plan)	Individual Total	Extended Total
3 Full Time	\$50,000	\$12,000	\$10,223.80	\$610	\$72,833.80	\$218,600

- **Professional Learning Communities Leaders:** Teachers who interpret data and lead subgroups of other teachers
 - Will continue the work of current district initiatives
 - Leads conversations to engage peers to analyze and strengthen instruction
 - Facilitate all PLC meetings
 - Develop best practice strategies based on current data
 - Creates process for analyzing and reporting data

PLC Leaders will teach 100% of the time and have an extended contract of 40 hours. Estimated total amount for **PLC Leaders:** \$98,000

PLC Leaders	Extended Contract	FICA/IPERS	Individual Total	Extended Total
14	\$6000	\$994.80	\$6,994.80	\$97,950.00

- **Model Teachers:** model characteristics of effective instruction and help other teachers understand and implement district initiatives.
 - Create and implement lessons that showcase characteristics of exemplary lessons to be observed by other teachers either by district classroom interaction or through a video uploaded for review

- Assist instructional coaches to schedule appropriate observations
- Model teachers will teach 100% of the time and have an extended contract of 40 hours.**

Model Teachers	Extended Contract	FICA/IPERS	Individual Total	Extended Total
14	\$3,000	\$497.40	\$3,497.40	\$49,000

- **Mentor Teachers:** help retain and support teachers new to the profession or new to the Clarke Schools
 - Role model for mentees
 - Acclimates new teachers to district initiatives
 - Advises new teachers about instruction, curriculum, procedures and the school culture

Mentor Teachers	Extended Contract	FICA/IPERS	Individual Total	Extended Total
0-15 (as needed)	\$3,000	\$497.40	\$3497.40	\$52,461.00

Miscellaneous Costs:

We have estimated a cost of \$10,000 for training and \$10,000 for substitute teachers throughout the year.

Assurances

Please check each of the boxes below. Your plan will not be considered for approval unless each of the boxes are checked, indicating your agreement to meet these requirements.

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers. Yes

Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.* Yes

Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.* Yes

Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.* Yes

Applicability – the framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.* Yes

[Return to top](#)